

**CASE STUDY
ON
SCHOOL LEADERSHIP
UNDER
MEGHALAYA SCHOOL LEADERSHIP ACADEMY (MSLA)
A Continuous Professional Development Program for Principals and Heads of Schools**

**SHILLONG GOVERNMENT BOY'S HIGHER SECONDARY SCHOOL,
LUMDIENGJRI, SHILLONG, EAST KHASI HILL DISTRICT, MEGHALAYA.**

**DIRECTORATE OF EDUCATIONAL RESEARCH AND TRAINING,
MEGHALAYA**

2023

Key Performance Indicator (KPI)

The National Centre for School Leadership at NIEPA has designed key process indicators (KPIs) for School Leadership Academies. The case study fall under **Component 1** – Content and Material Development and **KPI – 1**.

1. About the School

Shillong Government Boys' Higher Secondary School, situated in Lumdiengiri, Shillong, stands as one of the oldest educational institutions, established in 1880. Located in an urban area, the school is under the management of the Department of Education, Government of Meghalaya. It operates as an English Medium School, offering classes from IV to XII, and is affiliated with the State Board, specifically the Meghalaya Board of School Education, for both Secondary and Higher Secondary levels. The school is equipped with essential facilities such as classrooms, laboratories, and smart classes. Leading the school is Smt. K. B. Jyrwa, an accomplished female educator holding a Bachelor's degree in Arts (B.A.) and professional qualifications in Bachelor of Education (B. Ed.). The school boasts a dedicated faculty comprising 47 teachers, including 6 trained male teachers, 7 untrained male teachers, and 26 trained female teachers, along with 8 untrained female teachers. The student body encompasses students from class IV to XII across various academic streams, with a total enrollment of 645 students.



2. Location of the School

Shillong Government Boys' Higher Secondary School, situated in Lumdiengiri, Shillong, East Khasi Hills, Meghalaya - 793 002, is an exclusive higher secondary school for boys, beginning from Class IV. The school is surrounded by the Lumdienjri locality on one side and the Mission Compound Mawkhar on the other. This area is renowned as an educational hub, hosting numerous schools ranging from elementary to college levels, with approximately seven institutions in close proximity.



3. About Meghalaya

Shillong, the capital of Meghalaya and the administrative hub of the East Khasi Hills District in North-Eastern India, is often referred to as the "Scotland of the East." This charming city is renowned for its tourism attractions, including Umiang Lake, Shillong Golf Course, Wards Lake, Ka Phan Nonglait Park, Shillong Peak, State Museum, Don Bosco Museum, and numerous others. Beyond the city, the region boasts captivating tourist destinations like Sohra, located 50 kilometers away, celebrated worldwide for its breathtaking landscapes. During the monsoon season, when rainfall reaches its zenith at these higher altitudes, hundreds of thousands of visitors from across India, and thousands from abroad, flock to this remarkable place to experience its natural beauty.



4. Leading Innovations

The school maintains an average class size, with one teacher for every 24 pupils, resulting in a Pupil Teacher Ratio (PTR) of 1:24. Despite the absence of a library facility, the school harnesses Information and Communication Technology (ICT) to enhance the teaching and learning experience, making the acquisition of knowledge more engaging. They also offer extracurricular opportunities, including the Mathematics Club and participation in various competitions like the Tobacco Free Education Institute (ToFEI). English serves as the primary medium of instruction, and teachers benefit from a range of professional development opportunities. They collaborate, sharing insights gained from diverse training experiences through verbal exchanges and Professional Learning Community (PLC) meetings.

An active Parent Teacher Association (PTA) fosters parent involvement, and teachers reach out individually as needed to discuss students' progress. The school provides remedial teaching and classes when students require additional academic support. Notably, the school maintains an impressively low dropout rate encourages students who do not meet academic standards to explore vocational courses as a valuable alternative.



5. Transforming Teaching Learning Process

5.1 Learning Outcomes (LOs)

To teachers have started to use the Learning Outcomes for preparing their Unit and Lessons Plans since Covid-19 pandemic, some of them can be found in the Annexure 1. The development of these plans is subject-dependent, where teachers are instructed to align them

with the Learning Outcomes (LOs). However, certain subjects such as Khasi, Computer Science, Hindi, and Health & Physical Education lack specific LOs, requiring teachers to assess and coordinate LOs with relevant chapters. While, few classes have successfully integrated Learning Outcomes, the Higher Secondary classes have not implemented LOs due to constraints imposed by the course content. The school acknowledges that if there is no alteration in the syllabus pattern mandated by the MBOSE (Meghalaya Board of School Education), the full utilization of Learning Outcomes may remain unattainable. Nevertheless, the school remains committed to implementing Learning Outcomes as part of its School Improvement efforts, firmly believing that they will positively contribute to students' academic growth and personal development.

Certainly, the introduction of Learning Outcomes (LOs) is expected to foster critical thinking, creativity, and problem-solving skills among students, while also bolstering their attention, concentration, imagination, creativity, and overall holistic development. To provide support for students facing challenges in meeting these LOs, the school has outlined plans to closely monitor their progress through assessments and adjust teaching approaches by offering additional classes, remedial sessions, peer learning opportunities, and group discussions. Since the implementation of LOs is relatively recent, the full impact of these changes is yet to become evident.

5.1.1. Experience gained through LOs Implementation:

1. Learning outcomes help in systematically completing every unit.
2. The methodology of teaching is well-organized through the usage of learning outcomes as teachers are motivated by the learning targets of every unit.
3. There is efficiency in time – management inside the classroom.
4. Learning Outcomes are pre-determined so assessment can be framed accordingly.

5.1.2. Challenges for Implementation of LOs

1. Coded Learning outcomes are not available for some subjects (Khasi, Vocational courses, and Computer science) and certain classes (Classes XI and XII)
2. Since Coded LOs are new to us, so teachers are still taking time to follow and adjust during the teaching-learning process in the classroom.
3. There are some Coded LOs which require proper infrastructure and facilities during implementation process.
4. There are still some teachers who have not receive training on Coded LOs.



5.2. Professional Learning Communities (PLCs)

As part of their commitment to school improvement, the institution has successfully implemented Professional Learning Communities (PLCs). The coordinators conduct regular meetings for different subjects, including Computer Science, Vocational Courses, Khasi, Health Education, Mathematics, Science, and Social Science. Records of the minutes of these meetings are meticulously maintained in registers and can be found in the Annexure 2. The establishment of PLCs is poised to play a pivotal role in enhancing teaching practices and elevating student Learning Outcomes. This collaborative platform enables teachers to share innovative ideas, strategically approach teaching methodologies, collectively determine topics and chapters for effective classroom instruction, explore diverse assessment methods, and develop remedial measures to support students who may require additional assistance. Multifaceted approach to assessment, including unit tests, assignments, projects, physical activities in Health and Physical Education, Viva examinations, and main examinations are being discussed in these PLCs meetings for successful implementation of the various academic activities.



6. Extra efforts put in by the School

In addition to textbooks, the school utilizes various resources, including internet links, and reference books for the teaching learning processes.

7. Challenges for the School

Certainly, the school and teachers encounter several challenges, including issues related to infrastructure such as the limited utilization of three digital classrooms due to electricity shutdowns, lack of maintenance, and accommodation problems, as well as concerns regarding the quality of whiteboards and insufficient supplies of stationery items. Additionally, classroom leakage during rainy weather and limited space within classrooms for conducting learning activities pose further challenges. Moreover, there is a need for improved teaching-learning materials. The approach that we intend to adopt in order to address these challenges is through government interventions and aids.

8. Conclusion

Thus, the school has effectively implemented Learning Outcomes, Professional Learning Communities, and other initiatives. The success implementation of these reforms would not have been acquired without the pro-active lead role of the Head of School (HoS). This is due the fact that the HoS has attended the programme on Instructional Leadership organized by the Meghalaya School Leadership Academy. It is our expectation that the school's commitment to the leadership program will contribute significantly to its transformation. Moreover, the programme has inspired teachers to strive for improved performance, ultimately fostering a brighter future for the students.

ANNEXURE 1

Lesson Plan for Computer Science

Time line - July-Aug. '23

Learning about Microsoft Windows.(Chapter-3)
for the month of August

Lesson Plan for Class - 4

Content (Teaching Points)	Pupil-Teacher's Activity	Student's Activity
Windows	<p>Pupil-teacher will ask the following questions and explain-</p> <p>(a) Have you seen a Window?</p> <p>(b) After explaining the ambiguity of the word Windows.</p> <p>(c) Pupil-teacher will tell the students-</p> <ul style="list-style-type: none"> - That windows are used while working in the computers. - That we store things in the computer in the form of files and folders which can be seen in pop-ups on the screen called Windows. 	<p>Students will answer the questions-</p> <p>Students answers the question</p> <p>In the Lab student sees the window in the computer.</p> <p>Students will give examples of Windows that pop on the screen.</p> <p>Students will name the different windows on the screen.</p> <p>Students will create files and folders and store it in the computer.</p>
Microsoft Windows	<p>All activity in the Computer Lab: (Practicals)</p> <p>Pupil-teacher will show how to start working in Microsoft Windows by explaining the Desktop and its various icons present on it.</p> <p>(a) Teacher will take students to the Lab show them the Start button, Start menu, using search from the Start menu.</p> <p>(b) Teacher will show how to work with files and folders.</p> <p>(c) Teacher will show how to use and create new Library, copy and moving files, rename a library and view folders in library.</p>	<p>All activity in the Computer Lab: (Practicals)</p> <p>Students will have hands-on in the Lab</p> <p>Student will turn on the Computer.</p> <p>Students will click on the Start menu, use the search box and try opening the icons present on the desktop.</p> <p>Students will use the Computer folder to work with files and folders. Students will create a new folder. Give it a name.</p> <p>Students will create a new library. They will browse through the Libraries to see the files and folders just created. Students will use Clipboard as the go between for Copy and Moving operations. Students will move an existing folder from one location to another in the library.</p>

Lesson Plan for Science

7. Sc. LOS :-

Classify materials and organisms based on properties / characteristics, e.g., plant and animal fibres; physical and chemical changes.

Verbs (Do)	Nouns (know)
classify	Materials, organisms

CONCEPT MAPPING



ANNEXURE 2

<p>classmate Date _____ Page _____</p>	<p><u>Arts Stream.</u> 1st PLC meeting</p> <p>The first PLC meeting was held on the 25th of September 2020 at 12.30pm.</p> <p><u>Discussions:</u></p> <ol style="list-style-type: none">1. It was decided by the Asst. Lecturers for Arts stream to prepare <u>lesson plans</u> for their respective subjects.2. How to make our online and offline classes more effective in order to help our students learn better. In relation to this we decided to ^{use} various online platforms like Whatsapp, Google Classroom, Google meet, Zoom, Google form and sending our own pre-recorded audio-visual explanations to the students through these various platforms.3. Providing hard copy notes for the students.4. Students to pay house visits to their lecturer's residence.
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2020 - PLC

'COMPUTER SCIENCE'

The 1st PLC meeting was held on the 3rd of March 2020 at 10 A.m.

Discussion:

It was decided by the members that a one page lesson plan to be prepared by teachers concerned for classes 4 to 10 on computer science for the month of February - June, so as to ensure a sound and efficient impartation of the lessons taught.

It was decided to use the computer lab as frequently as possible for practicals. The use of Digital Class on alternate days was also decided.

Discussions on the topics using audio & visual aids which are relevant on the practical lab to be part of teaching - learning.

Members Present:

Shri D. T. Mynthong

Santi M. Sohtun

2020 - PLC
Health Education

The 1st PLC meeting was held on the 3rd March 2020 at 11 a.m.

Discussion

Members present in the meeting have decided that lesson plan should be chalked out much in advance so that teaching will run out smoothly.

Simple one page lesson plan to be followed till the month of June.

Members Present:

1. Ailynti Lanong - A Lanong
2. Josephine Kharsynthew - Kharsynthew
3. Marvaleenda Lyndem - Lyndem

KHASI & HINDI - 2020-21.

The first PLC meeting is held on 24th February 2020 at 12:30 p.m.

The members of the committee have decided on the following:

- (i) Lesson Plans shall be prepared by the teachers of the subject classes according to the course content given as per the Syllabus for Classes IV upto X.
- (ii) Teaching aids to be used, audio visual aids and other methods to be part of the teaching learning process.
- (iii) To improve the student's progress in the subject, the members have decided to include the following activities in the classroom such as, reading, recitation, spellings, dictation, conversation, translation from English to Khasi for classes 4, 5 and 6 and to include story writing, poetry writing for classes 7 upto 10.

1st PLC Meeting 2021 of Mathematics.

Date: 15/03/2021.

Time 11:30 am.

Findings:

The pass percentage for class IV and V have improved but for classes VI to X it is still low, which is mostly below 50% pass percentage.

The following suggestions can be followed so as to improve the pass percentage.

1. The method of teachings can be improve by
 - (a) Creating or introducing the lesson in an interesting manner.
 - (b) Solving the problems in many ways.
 - (c) Have students communicate their reasoning.
2. We have to make the students have basic concepts of mathematics.
3. Making mathematics as a compulsory subject.
4. Weekly and monthly assessment tests need to be done regularly.
5. Using teaching aids while explaining geometry, etc.
6. Students can have group discussions and this ~~can~~ will help the ones who are weak in the subject.

PLC Meeting . Science Stream

Page No.:
Date: 15/09/20



The first PLC meeting was held on 15th - September - 2020 @ 12:15 pm.

Discussion:

1. The members of the committee has decided to prepare lesson plans for class 11 & 12 on each subjects (i.e. Physics, Chemistry, Math, Biology) for the month of October & November.
2. The members also decided to have an ^{onsite} assessment test of 50% marks for class 12 in the month of December 2020.
3. The members also decided to continue with both online/onsite classes for both 11 & 12 and to continue with any consultation classes if required.
4. The members also agreed to have an pre-board and pre promotion exams which included both theory & Practical for classes 11 & 12 in the month

ANNEXURE 3

List of Contributors, DERT

Sl No	Name of Facilitator	Designation
1.	Dr. David M. Nongrum	SRG Member (Associate Professor, DERT), MSLA
2.	Dr. Baladiangti Nongbri	SRG Member (Associate Professor, DERT), MSLA
3.	Dr. Careleen Y Kharmalki	Nodal Officer (Assistant Professor, DERT). MSLA
4.	Dr. Fitzgerald Hujon	Junior Consultant, MSLA
5.	Miss Bethsheba J. Rapthap	Office Assistant, MSLA

